

Solano Community College
Academic Senate
CURRICULUM COMMITTEE
Minutes

Tuesday, April 12, 2011
1:30 p.m., Room 501

1. ROLL CALL

Chair Erin Duane called the meeting to order at 1:37 pm
Robin Arie-Donch, Curtiss Brown, Joe Conrad, Lynn Denham-Martin, Erin Duane (Chair), Brenda Tucker, Jeff Lamb, Tim Boerner, Maire Morinec, Carl Ogden, Leslie Rota, Pei-Lin Van't Hul, Teri Yumae, Connie Adams, Michelle Anderson (Student Rep), Kim Huynh (Student Rep)

Guests: Josh Scott; Melissa Reeve

2. APPROVAL OF AGENDA

All matters listed under the Consent Items are considered routine and will be enacted by the approval of the agenda unless removed from the Consent Items by a Committee member.

M: Maire Morinec
S: Lynn Denham-Martin
P: Unanimous

3. CONSENT ITEMS (none)

4. APPROVAL OF MINUTES – (none)

5. ACTION ITEMS

6. NEW COURSES (see below)

a. (CP11-025) ENGL 348G 108 Accelerated English

1). Action on course.

M: Robin Arie-Donch

S: Jeff Lamb

Discussion: Leslie noted that Josh Scott (course author) had presented her with a very detailed and articulate rebuttal to her request that the class maximum for enrollment be increased from 25 to 30 and that because this is currently an experimental/special topics course, she would be fine with the proposed max of 25, to be revisited when the course comes to the committee for a permanent number. . Leslie reported that EVP Reyes was adamant it should be raised to 30 and suggested that sections be offered at caps of 25 and 30 and data evaluated from both. Josh maintained the cap should be no higher than 25 and noted a position paper from the NCTE (National Council for Teachers of English) recommended the maximum cap should be 15 based on success rate data. He added that other data has also shown a strong correlation with cap sizes and student success. Leslie responded that with attrition the course would likely end up at the lower cap anyway. Josh argued that it is less likely to succeed with a higher cap. He agreed that is not known for this course, but argued it is already experimental in a lot of ways: it would be a one-semester preparation where currently there is a three-semester sequence to prepare students for English I; eleven units would be changed to five; student work would be decreased significantly, and; curriculum in the course is designed in a way where students will have English I transfer level assignments from the beginning. Humanities Dean Andreini was hoping to pilot three sections in the fall. Leslie stated that with the budget and class caps connection, these low cap classes could jeopardize the number of sections offered. She commended Josh for the course concept and agreed that students who have fewer steps in their progression through Basic Skills courses are more able and likely to move forward. However, the overwhelming number of courses with low maximums drives college efficiency rates down; secures less money from the state, and is bad for the school as a whole. Leslie wants to be sure that, after her retirement, the Curriculum Committee is aware that this discussion took place regarding class maximum caps. Because this course has no prerequisites, there will likely be attrition to less than 25 students

from a cap of 30 and the College can't afford to teach these small classes. Melissa Reeve stated that she dislikes basing courses on speculation of attrition as it is important to invest in successful students and think in terms of cost per successful student. Maire noted that there is a huge attrition in the Basic Skills classes. Josh argued that the English 355 course has passed 16-18 out of 25 students in more recent semesters. Maire countered that there is data showing that many Basic Skills English classes have had only 25% success. Jeff noted the classic battle between what we know should be done and restrictions on what can be done. He opined that both sides are right and it is a concession to max at 25. He added that while banking on attrition isn't necessarily the best way to go, there is a reality to it. The current climate of financial constraints will dictate which courses will be offered as an ongoing basis down the road and on some level the College has to bank on the fact that some students will drop in order to make the course financially viable or the numbers will not be good with fewer sections and fewer choices. As many students as possible are needed to have a chance to do well in these courses.

Dean Rota stated that EVP Reyes had the ultimate choice to approve or deny the course. Since he didn't deny it, if the Curriculum Committee approves it, it will move forward to the Governing Board. Leslie added that EVP Reyes wanted conversation to take place regarding a pilot with two classes at the 25 cap and two classes at the 30 cap trial. Josh preferred to wait for real data on success of the pilot class at the 25 maximum. Leslie opined that a pilot with both caps would be best in order to have comparative data for both. Melissa explained, in terms of financial rationale, if the class is successful: students will be ready for English I; the instructor would be paid to teach a 5-unit class to 25 students instead of potentially 8 units to 25 or 11 units to 20 students; it would take a 3-unit class with 20 students; move on to a 4 ½-unit class with 25 students; then move on to 3 ½-unit class with 25 students, and; adding to the total of 11 units to teach for 25 or fewer students. She feels the argument that a "low student cap prohibits the ability to offer more sections" is preposterous, because the College would benefit from offering more sections of 5-unit classes to 25 students. Josh pointed out that Chabot and Los Posidas have better rates with students progressing faster. Jeff agreed that the beauty of acceleration creates less dropping out and more success. Josh noted that with increased success rate, the students would benefit and the school would have a significant cost saver. Maire recommended piloting both 25 and 30 capped classes to track data and compare. Leslie noted this is a special topic and experimental course which students can't repeat and there are workload issues in regards to changing the caps. Melissa expressed concern that there would be many variables which would hinder valid data. Josh explained that a group of instructors was involved in creating the course and Josh would not agree to make cap changes without consulting them. Leslie recommended that be addressed when the course comes back for permanency. Jeff opined to be realistic the classes should be offered by the same instructors or at least in the same way. Josh opined that to know if it will work in the department, as many faculty as possible should be a part of this. Josh agreed with the Committee that Accuplacer could be a pre-requisite for the pilot if removed once the program proves successful.

Robin requested guidelines for counselors to assist student candidates for this class. Josh responded that the target audience would be English students who test into the two lowest developmental classes. They should also be aware of the acceleration and the need to commit to ten hours of homework each week for transfer level assignments and text. Melissa recommended that students have input in the decision. They need a sense of their own competence and confidence in skill areas. Josh added that the larger goal is to create multiple pathways. An information sheet for counselors will be put together. Suggestions were made to generalize the course's reading requirements and writing assignments (Section K, 12a and 12b); so that they read as examples everyone could teach to. A motion was made to table this course to allow Josh and Melissa time to revise the verbiage.

M: Jeff Lamb

S: Joe Conrad

Josh read the revision: **"Students will read on average 25-50 pages per week, depending on the reading assignments. Possible reading assignments may include the following: (listing of examples). Students will write an average of 30 pages per semester of approximately 7500 words which includes drafts, revisions and other responses."**

A motion was made to approve this course with the above revision to course outline:

M: Joe Conrad

S: Robin Arie-Donch

P: Unanimous

- b. (CP11-026) THEA 108 Advanced Theatre Touring Company

- 1). Action on pre-requisite THEA 106 with a minimum grade of C;
THEA 034/048C may be substituted for THEA 106. Entrance by audition.

M: Maire Morinec
S: Lynn Denham-Martin
P: Unanimous

- 2). Action on course.

M: Maire Morinec
S: Lynn Denham-Martin

Discussion: This course is only offered for a letter grade. Joe queried if the limited catalog description was substantive enough. Leslie responded that anyone taking this course would understand the description. The prerequisite's "Content" isn't visible and Leslie noted there should be a matrix which isn't in there. Erin and Pei-Lin confirmed that it is a CurricUNET issue and that the content review is there, it just isn't visible to the Committee.

P: Unanimous

7. COURSE MODIFICATIONS – (none)

8. CURRICULUM REVIEW – COURSE MODIFICATIONS (none)

Curtiss queried what "simulation" means under classroom assessment techniques.

Leslie clarified it means a demonstration of techniques. Under required assignments, the final class performance could be an individual or a whole class performance, a culminating public event. The instructor is considered the content expert, and can interpret what this should be and the methods used to teach the class.

9. NEW/REVISED CREDIT PROGRAMS OR CERTIFICATE PROGRAMS (none)

10. MAJOR DELETIONS (none)

11. REPORT FROM THE CHAIR

12. REPORT FROM THE EXECUTIVE VICE PRESIDENT OF ACADEMIC & STUDENT AFFAIRS (Designee: Dean Leslie Rota)

Leslie announced the last agenda deadline for this semester has been extended to April 20, 2011.

There are two more Curriculum Committee meetings. May 3rd is the last meeting to entertain new submissions and May 17th is reserved for anything that needs to come back to the Committee. As much as possible will be placed on the May 3rd agenda.

13. REPORT FROM THE ARTICULATION OFFICER

Robin reported that general education December submission results have been received and forwarded to counselors and Admissions & Records. Because of illness, Robin hasn't yet sent results to deans and faculty. She will be submitting results to anybody who had courses submitted. Everything submitted was approved, though one course was only approved in one of the two areas. She noted that instructors whose course was affected would hear from their dean. Robin noted that if anyone needs something ASAP to send her an email.

14. OTHER

Joe Conrad reported he attended the regional Curriculum Meeting last Saturday. Transfer degrees were discussed. The Math degree is in the queue here waiting for Dean Julian's approval. It should be on the next agenda. Sociology is the other one in process. Group 3 TMC should be approved today and includes: administrative justice, ECE, geology, history, physics and theatre.

A big presentation was held on new content review procedures for establishing prerequisites. Essentially, the procedures include looking for data, and require course outlines and records be more specific in terms of assignments. Clarity is needed to know how pre-requisites will be added to existing courses. Questions asked at the Regional Meeting included how various schools track/monitor how (or if) faculty follow the course outline of record.

Course repeatability and repetition was discussed.

Repetition: Currently a course may be taken seven times (three times for a grade). A course can be dropped with a W four times. The State proposal would change that from seven to three, at least for apportionment. It will go to Board of Governors.

Repeatability: There is talk about removing repeatability, except anything required by law (health and safety related, intercollegiate athletics, adaptive PE). This is being generated out of the Legislative Analyst Office. . Joe sees this as detrimental for basic PE, fine arts, etc. Tim stated that in this round of discussions, the LAO wants to make Basic Skills all non-credit courses, pay 2/3 apportionment rate, and change minimum qualifications down to a bachelor's degree. This would make all 300 English classes non-credit requiring only a bachelor's degree to teach. Robin stated it would affect many students. Joe noted that if it takes effect, it wouldn't be implemented for a couple of years at least.

15. OPEN DISCUSSION

None

16. ADJOURNMENT

M: Curtiss Brown

S: Lynn Denham-Martin

Passed: Unanimous

The meeting was adjourned at 2:45 pm

Curriculum Committee Minutes
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